Modesto Junior College
Course Outline of Record
SPCOM 101

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

SPCOM-101 Voice & Articulation 3 Units

Also offered as: RATV - 101: Basic Voice & Articulation, THETR - 101: Basic Voice & Articulation

Formerly listed as: SPCOM - 101: Basic Voice & Articulation

Training program in basic voice and articulation. Emphasis on critical listening, self-analysis and self-improvement in tone production and control, voice quality, articulation and pronunciation. Introduction to the International Phonetic Alphabet. Also offered as RATV 101 or THETR 101. This is not a class for persons with a major speech or language delay or disorder. Field trips are not required. Course is applicable to the associate degree.

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   A. Psychology and physiology of voice development
   B. Breath control and relaxation
   C. Speaker warm-ups
   D. Articulation - vowels, consonants and diphthongs
   E. Integration of vocal skills
   F. International Phonetic Alphabet
   G. Linguistics

B. HOURS AND UNITS

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<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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<tr>
<td>Lect</td>
<td>54.00</td>
<td>3.00</td>
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<td>Lab</td>
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C. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Lecture, demonstration and discussion
2. Films and videos
3. Exercises and oral drills

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
Time spent on coursework in addition to hours of instruction (lecture hours)

1. Textbook readings and additionally assigned readings

2. In-Class preparation exercises to rehearse for later evaluated performances

3. Performance portfolio for selected reading or scene.

4. Critiques of student performances

2. **EVIDENCE OF CRITICAL THINKING**

Assignments require the appropriate level of critical thinking

1. Performance portfolio for selected reading or scene.
   Example Prompt: How does the pronunciation of key words in your selection affect the overall meaning of the piece? Please cite excerpts from the selection to defend your analysis.

2. Midterm and Final Examination Essay Questions
   Example Question: Scan the following excerpt using the IPA. How does scantion effect the performance? Explain your answer.

3. Critiques of student performances and rehearsals
   Example Prompt: What constructive criticism would you offer the student in pronunciation? Defend your comments.

E. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRRED LEARNING**

A. **COURSE GOAL**

As a result of satisfactory completion of this course, the student should be prepared to:

- Demonstrate awareness and improvement of voice and articulation when performing a scene from a play, reading news copy, or reciting a speech. The student should also be prepared to constructively criticize performed scenes, read news copy, or recited speeches with regard to voice and articulation issues.

B. **STUDENT LEARNING GOALS**

Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. **Required Learning Goals**

   Upon satisfactory completion of this course, the student will be able to:

   a. Identify the physiology of the vocal apparatus.
   
   b. Examine the process of articulation as defined by the International Phonetic Alphabet.
   
   c. Distinguish the elements of vocal variety.
   
   d. Listen critically to oneself and others.
   
   e. Appraise one’s own vocal origins, assets and limitations.
   
   f. Enhance one’s vocal assets and rid oneself of poor vocal habits.
   
   g. Project one’s voice, maintaining an open resonant tone and clear articulation.
   
   h. Effect a variety of “voices”.

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i. Read aloud with confidence with and without preparation.

j. Speak with a pleasant quality, variety, flexibility and clarity.

k. Enhance ear training through the use of the International Phonetic Alphabet.

l. Increase vocabulary.

m. Analyze vocal origins and patterns.

n. Practice breathing and relaxation.

o. Apply the International Phonetic Alphabet for increased awareness of and clarity in the articulation process.

p. Practice a dialect.

q. Prepare and perform increasingly difficult solo assignments in front of the class.

r. Criticize fellow students constructively.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Mid-term exam

2. Performance issue exercises

3. Unit Quizzes

4. Written and oral critiques

B. SUMMATIVE ASSESSMENT

1. Final Projects

2. Performances

3. Written and oral critiques